

Shrewsbury Public Schools Elementary Handbook 2006-2007

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The Mission of the Shrewsbury Public Schools

The Shrewsbury Public Schools, in partnership with the community, will provide students with the skills and knowledge for the 21st century, an appreciation of our democratic tradition, and the desire to continue to learn throughout life.

There are four key concepts from the mission that will guide our work: *partnerships with the community; skills and knowledge for the next century; appreciation of our democratic tradition; desire to continue to learn throughout life.* Each of the four concepts ensure that specific actions are taken to make the mission an accurate statement of what we, as a school system and community, believe.

The phrase “*partnership with the community*” reflects our desire to foster meaningful relationships with parents, local businesses, and the community at large in order to gain a commitment to be involved in promoting the interests of Shrewsbury’s young people. We realize that Shrewsbury simply cannot have a great school system without the continued and increased support of parents, local businesses, and the larger community. In a very real sense, our community will have the kind of school system that it is willing to nurture and support.

“*Skills and knowledge for the 21st century*” represents the realization that the school system must provide its students with a highly skilled teaching staff, a rich and varied curriculum, state-of-the-art technology, appropriate school facilities, and a school culture that promotes high standards of achievement for all students. We must continue to push for the “basics” in education as well as recognize the need to develop “higher order thinking” in students.

An emerging awareness in the school system is that our students at all levels must be engaged in substantive ways in the life of each school (i.e., “*Appreciation of our democratic tradition*”). Students have demonstrated remarkable success in being involved in the development of codes of student behavior, in participating on student councils, and in taking part in personnel searches. Consequently, the school system must model democratic values by encouraging student leadership, valuing diversity within the student population, and teaching our local and national heritage.

Finally, as we think about how quickly students will have to adapt to changes in the skills and knowledge required for success in the years ahead, we must instill in students the “*desire to continue to learn throughout life.*” We must emphasize inquiry-based instruction, problem solving, student responsibility, the continued learning of the adults who interact with students, and the inclusion of the community in school programs. Education is no longer concluded with formal schooling (it really never was). Our students today will have to continue to learn new skills throughout their lives and they will have to be confident, independent, and self-motivated.

Table of Contents

Welcome to the Shrewsbury Public Schools	5
School Profiles	6
Parker Road Preschool	
Beal Early Childhood Center	
Calvin Coolidge Elementary School	
Floral Street Elementary School	
Walter Paton Elementary School	
Spring Street Elementary School	
The Parent/School Partnership	12
Why a partnership	
When parents Have Concerns	
Parent School Organizations	
Visiting the School	
Volunteering	
Instructional Aides and Substitute Teachers	
Homework	
Media Coverage	
Report Cards	
Parent Conferences	
Retention	
Student Records	
Summer Reading Program	
Grouping Practices	
Gifted and Talented Education	
Sex Education – Parental Notification	
Attendance Guidelines	18
Code of Conduct	20
Discipline Policy	
Sexual Harassment Policy	
Statement of Non-discrimination	
Weapons Policy	
Suspending Students with Special Needs	

Curriculum Highlights.....	25
English/Language Arts	
Mathematics	
Social Studies	
Science	
Health and Physical Education	
The Arts (Visual and Performing)	
Technology and Media	
Standardized Testing Program	
Food Services.....	50
Transportation and School Times	51
School Cancellations.....	53
Special Services	54
Special Education	
Title I	
ELL	
Counseling Services	
Medical and School Nursing	55
Extended Day Programs	56
School Calendar.....	Back Cover

September 2006

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Elementary Schools

Beal School
Judith Rogers, Principal

Coolidge School
Amy Clouter, Principal

Floral Street School
Todd Curtis, Principal
Carol Bradley
Assistant Principal

Paton School
Jayne Wilkin, Principal

Spring Street School
Jane Lizotte, Principal

Parker Road, Preschool
Mary Lammi, Director

Dear Parents:

The Elementary Handbook for the 2006-2007 school year remains a key resource for you in ensuring the best education possible for your children. The Handbook has been updated, again this year, and contains important, new information about school policies and practices, as well as descriptions of the curriculum for each grade level. The curriculum section reflects the work of the district to describe the instructional program more fully to you as we align Shrewsbury to the *Massachusetts Curriculum Frameworks* in each subject area.

We know that the success of children in school is the result of a variety of factors. The school plays its part through hiring highly competent teachers, having an exciting and rigorous curriculum, and promoting a respectful community. Parents, of course, play the larger role by providing the focus for the children that is so critical to their success. Maintaining regular contact with your school, supporting and monitoring homework each day, and ensuring high levels of school attendance are powerful and positive influences on children.

There is great energy in our school district in these times. We are growing in student enrollment, the community has supported building projects and annual school budgets, and MCAS testing places Shrewsbury among the top tier of school districts in Massachusetts. We have great pride in our schools but we are not complacent. We know full well that our schools must continue to improve each year. Rest assured that teachers and administrators remain enthusiastic in their pursuit of excellence for the children.

With respect,

Anthony J. Bent

Anthony J. Bent, Ed.D.
Superintendent

Parker Road Preschool Program

Mary Lammi, Director of Preschool Programs

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Our mission is to teach children the skills needed to be successful in school, at home, and in the community. We strive to accomplish this goal by working together to create an education experience that is developmentally appropriate and tailored to meet the individual needs of each child. We recognize the importance of parent involvement in children's education and encourage a strong partnership between school and home. Together we can make a difference.

Our program offers a balance of teacher-directed and child-directed activities. A flexible yet consistent schedule allows our teachers to meet the individual needs of each child. We recognize that all children grow and develop at various rates. Opportunities to develop social, physical, emotional, and cognitive skills are embedded in all preschool activities. We are dedicated to building self-esteem, encouraging problem solving, and developing creative opportunities that enhance the growth and development of each child. Process, not perfection, is valued at our preschool. We understand that children learn through repeated experiences, socialization, play, and interactions with people and materials. We emphasize active hands-on exploration and focus on helping children learn about themselves and the world around them through play and discovery.

Parent involvement is welcomed and encouraged. Joining the PTO, volunteering in the classrooms, and assisting with special projects and events are some of the opportunities for parent participation in the education of their child.

The Parker Road Preschool is an integrated program that offers 15 half-day sessions in which families can enroll their children. Each classroom is mixed-age and includes 3, 4, and 5 year olds. There are also two afternoon pre-kindergarten classes made up of 4 1/2 and 5 year olds. Class size is limited to 15 students with 1 certified teacher and 1-2 classroom assistants. Ratios of typically developing students to special needs students varies yearly but may never exceed 8:7. A lottery process is used to enroll students each year. Students with special needs attend preschool according to special education regulations and their Individual Education Plan.

Beal Early Childhood Center

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Accredited by NAEYC's
National Academy of
Early Childhood Programs



The Beal Early Childhood Center provides kindergarten programming for children in Shrewsbury who are five years old on or before August 31. Children attend either a morning or afternoon session at Beal or Beal West for the entire year. Three full day kindergartens are also available, and are tuition based with selection determined by lottery. In addition, Beal School has four first-grade classrooms. Beal School's kindergarten program received accreditation from the National Association for the Education of Young Children (NAEYC).

Highly specialized early childhood staff is committed to creating an educational environment that is safe and responds to the unique learning needs of young children. The school is bustling with activity, and a collegial atmosphere is pervasive throughout the building. Parents, extended family, and community members are involved in the life of the school. They provide an array of services such as:

- ❖ Volunteering in the classroom, school office, and media center
- ❖ Accompanying children on field study
- ❖ Providing reading, writing, and math enrichment for the classroom
- ❖ Serving on the PTO or School Council
- ❖ Upgrading and maintaining the playground, garden and greenhouse.

Family and community members are welcome to attend our scheduled sing-a-long on Friday's during the course of the year.

The early childhood curriculum is challenging, and provides a balance of standards-based and developmentally appropriate practice. Through the use of the Responsive Classroom®, our social curriculum, there is a concentration on community building and teaching students respect and responsibility. Young children develop at different rates; thus, the academic, social and emotional objectives are tailored to meet each child's individual needs. The development of a strong literacy and mathematical foundation is one of the primary goals for Beal School students. Science and social studies concepts are addressed through integrated themes that are aligned with Shrewsbury's district-wide goals as well as the Massachusetts Curriculum Frameworks.

At Beal School, we strongly believe that the success of our students depends on a positive working relationship between school and home. We consider parents our very best resource and value their enormous contribution to our program. We welcome you to share your knowledge and experience with us. It is through continued communication with each other that we will always strive to provide the best in early childhood programming.

Calvin Coolidge School

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In partnership with our students, families, and the larger community, the staff at Calvin Coolidge Elementary School strive to create a respectful educational community that values individuals and their contributions, appreciates diversity, and encourages the pursuit of lifelong learning.

The sign outside our building reads ‘Calvin Coolidge School, the Respectful Community’, and this core value is alive and well in our interactions with each other. Coolidge Elementary serves students in grades one through four, and provides a variety of programs to meet the needs of all its children. For the 2006-2007 school year there will be four classes at each grade level, making for a total of 16 classrooms. In addition, Coolidge offers students rich experiences in Music, Art, and Physical Education. Our learning community extends beyond the school building as well. Teachers, parents and staff work together to support academic excellence, encourage good citizenship, and build connections between school and home. Volunteers assist children and staff alike, and help link Coolidge to the larger Shrewsbury community. New volunteers are welcome, and both general and specific training sessions are provided each fall. This year volunteer support is especially important. Please stop by the School Office for information.

The Coolidge School Advisory Council develops and monitors an annual School Improvement Plan that guides our work. This year the plan includes twelve goal statements. Copies are available for review, and members welcome questions. The Council (which includes the principal, three teachers, four parents, and a community member) meets monthly. Further, representatives from the School Council serve on the system-wide Coordinating Council and meet regularly with the Superintendent.

The Coolidge Parent Teacher Organization sponsors many events at the school, including an annual Breakfast, an Ice Cream Social, and Field Day each year. In addition, our PTO funds numerous enrichment programs, buses for grade level field study, and a school store. PTO meetings are held regularly, and all interested caregivers are encouraged to attend. PTO officers for the coming school year include Co-Presidents Susan Harris and Karen Jervah, Co-Vice Presidents Noelle Freeman and Kathy Taylor, Treasurer Janine Diliberto, Treasurer-Elect Annette Bohigian, and Secretary Melissa Magnuson.

The Coolidge Student Council meets monthly with its faculty advisor. Students on the Council solicit input and support for school projects from their classmates, and shape service learning opportunities in the community. All Coolidge students pride themselves on the way they welcome visitors. We hope you will come experience our respectful community and see for yourself the exciting learning environment our staff creates.

Floral Street School

<http://www.shrewsbury-ma.gov/schools/floral>

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As Floral Street School enters its tenth year, we will continue to focus on providing an excellent elementary school experience for all of our students. In the coming year we will have 32 classrooms in grades one through four serving a total population of approximately 750 students. Through teamwork with the parent community, we provide an atmosphere where students feel valued and are provided with the opportunity to grow academically, socially, and emotionally in a positive environment. **For more information on our school community, please go to <http://www.shrewsbury-ma.gov/schools/floral>.**

Located on forty acres of land, the school site offers many opportunities for environmental education programs. Students, staff and volunteers have been able to create raised gardens, explore the adjacent wetlands, and develop nature paths in the woods. One recent project is the development of a virtual tour of our Nature Trail for our web site. Creating ways for students to use our outdoor resources as part of their science curriculum is an ongoing goal.

Students, parents and staff have worked together to establish a strong school culture. An active PTO provides enormous support for many academic, enrichment and community activities for our students and their families. Examples of this include many field study, thematic family fun nights, and visits from a poet during our Poetry Celebration, as well as support for academic materials and purchases to enhance the school's physical environment.

The School Council (which consists of the principal, elected parent and teacher representatives, and community members), has developed a School Improvement Plan that focuses on the following goals:

- supporting the ongoing work of teachers to improve student learning through focusing on a standards-based approach to planning, instruction, and assessment,
- building a "Professional Learning Community" to best meet students' learning needs,
- continuing to improve our school's positive climate and culture,
- making the best use of our school space while continuing to enhance the physical environment of our building and grounds.

At Floral Street School we celebrate the high quality of student work, the active, supportive participation of our parents, and the deep commitment and professionalism of our staff, all of which contribute to building our strong school climate in a respectful community of learners. We believe we are fulfilling our mission statement:

Working together...
Planting the seed of life long learning
Cultivating cooperation, compassion and confidence
Building integrity in a respectful community
...Our gift to the future

Walter Paton School

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Walter J. Paton School is a respectful community dedicated to nurturing the natural curiosities and creative abilities of its children. Paton provides its students with the academic and interpersonal building blocks necessary to become lifelong learners in our changing world. Every member of the Paton community is empowered and responsible to strive for excellence in all they do.

The Paton School Community prides itself on a positive, child-centered, learning environment. The strong sense of a community and family permeates throughout the school, and is built on a foundation of ongoing communication between the school staff and parents. Eager students, caring and nurturing educators and support personnel, and supportive parents and community members form this culture. The 360 students who will attend Paton School engage in learning experiences that are relevant and meaningful to their lives. They are challenged, involved, assisted, and encouraged to collaborate with others as they grow as learners and citizens.

We believe that all students can learn, and learn well. We continue to provide a challenging curriculum based on the Massachusetts Curriculum Frameworks. Curricular highlights will continue to feature an emphasis on reading and writing at higher levels, implementation of the Everyday Math program, and enrichment of our science and social studies units. We have also worked to analyze results from MCAS testing, reading assessments, and report cards to improve student performance in English language arts, science and mathematics. We applaud the generosity of the Kyle Johnson Memorial, Corridor 9 Chamber of Commerce, and Shrewsbury Education Foundation grants, which continue to support learning across all grade levels and subject matter areas.

Teachers and specialists continue to be highly qualified, committed, collegial, and always learning. Professional development has featured the staff's efforts to acquire more knowledge in the content areas they teach, and to refine instruction to address the state standards. This has also helped children and families better understand student performance, and how to improve upon it. This has assisted us in a full implementation of the standard based report card.

Our efforts to sustain our respectful community have featured Paton Pride meetings and awards, and continued use of the Responsive Classroom approach to build children's social competencies. We also benefit from an active student council, as well as community service learning projects, supported by parents and the community, and facilitated by dedicated PTO Chairs in sponsoring events such as collecting food for local food pantries, clothing and books for those in need, and ongoing visits to Shrewsbury Nursing Home.

Parents continue to be involved in the daily life of the school, through their volunteer work and via PTO's efforts to provide social and extra-curricular activities. PTO has generously funded a variety of enrichment programs in science, math, social studies, and language arts. They also help with the costs for field study transportation and additional curriculum materials.

We invite you in to see our art, music, and media research/technology classrooms. Additional space for special education services has also been an asset. We do continue to struggle with the lack of a separate gym and cafeteria, an undersized media center, and a relatively small plot of land for our daily comings/goings and parking. The building and grounds are well maintained by a terrific custodial staff.

Spring Street School

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Spring Street School is a strong, vibrant community, dedicated to meeting the needs of all learners. Our K-4 elementary school consists of 19 classrooms, with a student population of approximately 415 students. Teachers, students, parents, and community members work closely to ensure that all students are receiving a quality education that strengthens each student's individual social, emotional, and academic development.

The school's mission statement and core values guide the words and actions of every individual in the community. They articulate our beliefs and are communicated to the school community through a variety of venues: during our school-wide morning announcements, at morning meeting in the individual classrooms, and during our bi-weekly All School Meetings. Last year, our fourth grade students created clay tablets that highlight each of the core values. The students, with the assistance of Sally Lividini, our art teacher, worked diligently to accurately represent the meaning of each value. The tablets are surrounded by beautiful artwork that further explains the identified core values. The tablets are hanging in the main lobby of the school. The Spring Street School mission statement and core values are articulated below:

Spring Street School Mission Statement:

At Spring Street School, excellence is everyone's responsibility. We pledge to...
Work hard and be responsible for our learning
Support each other as we live our best effort to reach high academic goals
Respect our differences as we work together to make the world a better place

The Core Values of Spring Street School

Acceptance:

At Spring Street School, all members of the community will accept and care for others. The community:

- respects each other's similarities and differences
- practices compassion and kindness by helping others
- encourages teamwork

Dedication:

At Spring Street School, all members of the community will model the importance of life-long learning. The community:

- promotes curiosity and a desire to learn
- understands that learning is a process that is continuous
- encourages ownership and responsibility for learning

Support:

At Spring Street School, all members of the community will focus their efforts on the success of the students. The community:

- gives the best effort to maintain a balance between academics, extra-curricular activities, and community service projects
- supports active learning, and provides opportunities to use imagination and creativity to enhance learning
- encourages appropriate risk-taking in academic and social areas

Perseverance:

At Spring Street School, all members of the community will demonstrate perseverance in all aspects of learning. The community:

- establishes high expectations
- shares in responsibility for learning
- assesses academic performance and demonstrates a willingness to improve
- assumes responsibility for words and actions

Spring Street School is a professional learning community that ensures high levels of learning for all students. The attention and energy of the entire school focuses on student learning, and decisions are made based on shared beliefs regarding what is best for students. For more information on our school community, please visit our website at: <http://www.shrewsbury-ma.gov/schools/spring>

The Parent/School Partnership

The importance of a strong parent/school partnership

Educating young children in today's world is more complex and demanding than educating children earlier this century. Technology, advancements in the knowledge of how children learn, critical health issues, and other societal demands have placed a growing responsibility on today's public schools. The Shrewsbury Public Schools strives to develop every child's fullest potential by providing a solid core curriculum and enrichment activities to let each student develop his/her unique interests and skills. To that end, the schools are more effective when we build strong relationships with parents and families.

The school department will make every effort to keep parents informed. Regular communications in the form of classroom or school newsletters, reports to the School Committee, which are broadcast on Channel 29, parent open houses, curriculum nights, and other special events are scheduled on a regular basis. Please be sure to ask your children if they have any newsletters or notices from their teachers. It is also helpful to check book bags and backpacks on a regular basis. Each elementary school uses some form of a communications folder (i.e., Red Folder, Monday Folder, etc.). You should look for this folder on a regular basis since all-important communications are sent home in it. All elementary schools also use list serves for email communication. Please check the website to subscribe: www.shrewsbury-ma.gov/schools/index.asp.

When Parents Have a Concern

We welcome the opportunity to assist you and your child to have a successful experience in our schools. Contacting the right person and discussing your concerns can solve most problems. Generally the best place to resolve an issue is with the source, the classroom teacher. In the event that you are not satisfied with the solution or are unable to resolve an issue you should then contact the building principal. Please note that building phone numbers are listed in this handbook. Direct phone numbers for teacher's voice mail will be published during the school year.

In the rare event that your problem is not addressed sufficiently at the building level, you should then contact the Superintendent's Office at 508-841-8400.

Parent Organizations

Each elementary school has an active parent organization, with regular meetings and a slate of officers and sub-committees. These organizations provide schools with educational, social and fund-raising activities. Getting involved in the parent organization is a good way to be of service to your school and ultimately, to your child.

The parent organizations also work with the school councils and provide initiatives to improve the schools. The following are the elementary parent organizations:

- Beal School: PTO (Parent Teacher Organization)
- Coolidge School: C.A.P.E. (Coolidge Association for Parents and Educators)
- Floral Street: P.A.C. (Parents Association for Children)
- Paton School: P.H.S.A. (Paton Home School Association)
- Spring Street School: PTO (Parent Teachers Organization)

Visiting the School

We are happy to have parents visit our schools. However, as welcome as parents are, they may also focus attention away from classroom instruction and become a distraction to both the teachers and the students. Parents are welcome to visit after arranging a time and a stated purpose with the classroom teacher. Specific details about visiting each school and checking in at the main office will be provided at each school, but we do request that each visit be scheduled in advance with the teacher. Visitors must register at the main office and wear a visitor's badge that will be issued at that time.

Volunteering

Volunteering in the Shrewsbury Public Schools is a time-honored tradition. School volunteers are always in demand and perform a variety of functions, from working in the main office, to preparing materials for teachers and students, to working in the media center or computer lab, to presenting special topics and projects to the students. Your support and expertise is welcomed.

Volunteering does not require specific skills. The person with whom you work will train you. Volunteers typically work one day per week, either for the whole day or part of the day. The key to a successful experience is dependability. Volunteering requires a commitment for the period of time the individual agrees to work in the schools. All volunteers must complete a CORI check with the school department.

If you are interested in volunteering in our schools, please contact the Principal (or a specific classroom teacher if there is one with whom you would like to work) and explain what you would like to do and what your schedule will allow.

Instructional Aides and Substitute Teachers

Instructional aides and para-professionals work closely with the classroom teachers and your children. They provide wonderful support and allow the faculty to differentiate instruction to assist each child reach his or her greatest potential. Many of the district's instructional aides are certified teachers. Others are interested parents who like to work in the school district on a regular basis. Periodically, the district hires aides during the course of the school year. If you are interested in this type of work and wish to be considered for openings that occur throughout the course of the year, you should contact Mr. Thomas Kennedy, Director of Human Resources. He can be reached at 841-8400.

Substitute teachers work to ensure that appropriate classroom instruction continues when the classroom teacher is absent. The school department maintains a list of available substitutes. While some substitutes work every day, others are available on a limited basis. Many work in all elementary schools and some only work in their neighborhood school. The minimum requirement is a college degree. If you are interested in working as a substitute teacher, you should contact Mr. Thomas Kennedy, Director of Human Resources. He can be reached at 841-8400.

Homework

Context

There are many learning activities in the life of a student in addition to homework. School activities, athletic and cultural events, and other personal interests are all important in the growth and development of children. The homework policy of the Shrewsbury Schools is provided as a guide to balance homework with the realities of family life in the 21st century.

The most effective implementation of the homework policy will occur when teachers, parents, and students appreciate the importance of good communication among those involved. The mission of the Shrewsbury Public Schools urges that the schools work "in partnership with the community." Such a partnership is particularly important in the area of homework.

The homework policy deals solely with grades one through eight. Information about homework at the high school level is contained in the high school planner/handbook.

In kindergarten, homework is sometimes offered as enrichment. While there is no formal kindergarten homework, families should read daily with their child to foster language and literacy skills.

Policy – Grade 1 through Grade 8

Homework is defined as written or non-written tasks that are assigned by teachers to be completed by students outside of the classroom. The purposes of homework in the Shrewsbury Schools are to practice newly taught skills, review previously mastered skills, develop independent study habits, and extend and enrich the curriculum. Homework should be related to the curriculum of the school and promote an understanding of the importance of lifelong learning. Additional academic homework will not be used as a behavior management tool or as a form of punishment. Finally, students, not parents, should do homework.

Homework may be given four nights per week in grades 1-4 and should not be assigned on weekends. Homework may be assigned on Fridays in grades 5-8. Reading assignments are to be incorporated into the time allotments at each grade level. Because reading is crucial to academic success, voluntary reading beyond homework guidelines is encouraged. Long-term projects should be assigned at least two weekends before the work is due.

Homework guidelines for some students with special needs may be determined by the student's educational plan and should be specifically related to the student's learning profile. The modifications in an educational plan supersede the general guidelines listed here.

Time Allocations per Grade Level

The guidelines below provide the appropriate time limits that children at each grade level should devote to homework each night. Parents are encouraged to speak with their children's teachers if homework time is routinely exceeding the guidelines.

Grade 1	15 minutes	Monday – Thursday
Grade 2	20 minutes	Monday – Thursday
Grade 3	30 minutes	Monday – Thursday
Grade 4	40 minutes	Monday – Thursday
Grade 5	50 minutes	Monday – Friday
Grades 6-8	60-90 minutes	Monday – Friday

Students' Roles and Responsibilities

- Get the assignment and be able to ask for help if the assignment is not clear
- Copy all assignments into planner (grades 4-8), carefully recording due dates
- Set a time each day to do homework
- Check work and, if possible, explain it to an adult
- Maintain the highest quality work on homework assignments
- Take home all necessary resources, such as packets, textbooks, notes and study guides
- Bring the completed homework back to school when it is due
- Be responsible for getting assignments when absent from school
- Be responsible for taking care of, and returning, any borrowed resource materials

Parents' Role and Responsibilities

- Promote a positive attitude toward homework as part of the learning process
- Understand and reinforce expectations for the quality of student work
- Provide structure, a place, and tools needed to help the child organize for the completion of homework
- Be available to provide supervision, but do not do the assignment for the child
- Have an understanding of the amount of assistance appropriate for homework assignments
- Communicate often with the student and his/her teacher, giving feedback to the teacher when there is a homework concern
- Learn strategies/techniques for helping the student through opportunities such as parent

- homework clinics

Teachers' Role and Responsibilities

- Identify the purpose of homework assignments for parents and students
- Establish objectives and guidelines for special projects, including any expectations for parent participation
- Follow the guidelines for the amount of time designated for homework including special projects
- Communicate expectations to students
- Post all assignments and provide time for students to record them
- Model homework strategies and provide models as appropriate throughout the school year
- Review homework and return it in a timely manner
- Establish a system for recording and reporting homework
- Ensure that the student easily obtains resources and materials required for homework projects
- Provide ways for parents to communicate with teachers about homework
- Notify parents regarding homework problems and missing assignments
- Assign long term projects so that the completion time includes more than one weekend, and is not limited to a school vacation period
- Discuss homework practice with colleagues and provide guidelines for the type of homework at each grade level in each school

Administrators' Role and Responsibilities

- Ensure that homework is consistent with the educational goals of the Shrewsbury Public Schools
- Facilitate communication between classroom and specialist teachers concerning homework
- Monitor and support the teachers in the implementation of the homework guidelines
- Encourage teachers to use homework as a tool to reinforce learning
- Be aware of the assignment of major projects and their impact on the student's overall educational program
- Support the need for balance among the many learning activities in the life of a student besides homework
- Facilitate the communication process between the school and home, and help maintain the parent / school partnership on homework.

Media Coverage

Many school events and student accomplishments are publicized through both print and electronic media, including local newspapers, local cable television, and the school's website. If you have an objection to having your child's name publicized or your child photographed or videotaped, please contact the principal. Unless the school receives contrary notice from a parent, it is assumed that parents have given consent for their children's names and images to be publicized through the means listed above.

Report Cards - Dates Issued

Listed below are the dates the report cards are to be issued.

Report Cards Issued

December 18, 2006
March 26, 2007
June 15, 2007

Parent/Teacher Conferences

The following date has been established for parent-teacher conferences: **November 7, 2006**

Teachers will contact parents to arrange for a convenient time to meet on this day. Please note that students do not attend school on the conference day.

Additionally, either the parent or the school may originate parent-teacher conferences. The teacher will contact the parent to schedule a conference if he/she determines a need to do so. When the parent sees a need to meet with the school, he/she should contact the classroom teacher or the counselor to schedule a conference. Except for the scheduled dates, conferences are normally scheduled for before the school day or after school. The school department requests that parents try to understand the operational schedule of an elementary school and work with the school to schedule a time that is mutually convenient for both the parents and the school.

Prior to the meeting it is important to note key issues that you would like to address. These might include your child's performance and progress, personal development, discussion about a specific curriculum area or skill development, or test results.

Retention

(School Committee Policy #581)

Principals, in consultation with the Instructional Support Team, may retain students in their current grade for the subsequent school year. Retention will be considered only after other alternatives (based on IST recommendations) have been attempted. Staff will provide regular communications with the parents during the course of the school year as issues relating to a student's success begin to surface. The recommendation to retain a student shall be made, in writing to the child's parents, by May 1st. Parents who wish their child to advance to the next grade level may appeal to principal's decision to the superintendent of schools. The appeal to the superintendent should be made within ten days of the principal's letter. (The special education team will make the recommendation to the principal for promotion/retention of special education students.)

Student Records

Parents have a right to see their child's school records. Parents should call the principal to arrange a visit to the school to review the student's cumulative folder. The complete record will be made available to the parents. If students are transferring to another school district, the school, following the parent's authorization of a release of records, will forward official records. Official copies may not be made immediately and sufficient notice is requested to ensure a smooth transfer of student records. Shrewsbury Public Schools does not release student information to outside organizations.

Summer Reading Program

Shrewsbury Public Schools has a required summer reading program for all students grades K through 12. Each spring, parents will receive a list of the required reading titles for their child. Parent organizations in each school have traditionally sponsored book fairs and the school department assists by making assigned titles available in the town library. The school department, the public library and volunteers support summer reading through a program of reading groups called Summer RECESS.

Each fall teachers and students will review the previous summer's readings. Parents are requested to ensure that their children complete all of the assignments. Building strong reading habits will help to ensure success.

Grouping Practices

The Shrewsbury Public Schools recognize that the purpose of grouping is to create learning environments that best meet the needs of students. As a result, the school district supports flexible grouping practices at the elementary, middle, and high school levels.

In order to deal effectively with mixed ability groups and students with special needs, teachers must be classroom managers, using a variety of instructional strategies. These may include pretest and post-test evaluations, small group lessons, learning stations, cooperative learning, peer tutoring, independent study, and the use of technology. These are also the components for increasing the efficiency of instruction and compacting the curriculum.

At the elementary level, students are grouped heterogeneously in self-contained classrooms, with opportunities for team structures in grade 4. Within elementary classrooms, teachers use a variety of strategies such as whole class, small group, and individualized instruction.

Middle school students are members of heterogeneous, interdisciplinary teams designed to include all achievement and ability levels. The teachers on the teams are empowered to make decisions about the groups within their teams and are encouraged to utilize a variety of grouping strategies. When students are grouped by ability, it is only in classes where the subject matter makes this type of grouping most effective.

At the high school level, a wide variety of instructional programs are available. Within these programs are different levels of challenges and experiences. Students are recommended for courses, depending upon their talents and interests, after consultation with teachers, parents and guidance counselors. The school makes placement decisions on the basis of standardized testing, past academic performance and teacher recommendations. Placement levels may vary in different subject areas and attempts at upward placement are always encouraged.

The Shrewsbury Public Schools recognize that students grow and change during their years in school and that school programs must respond accordingly. Students must not be categorized or tracked in such a way as to limit their potential growth. Consequently, each level in the system develops flexible grouping strategies based upon the ages and needs of its students.

High Potential and High Achieving Students

It is the philosophy of the Shrewsbury Public Schools to provide rich learning environments that promote academic excellence for all learners. Accordingly, curriculum and instruction should be designed to nurture the unique strengths of each student. It is the belief of the Shrewsbury Public Schools that student achievement thrives in a school system that celebrates individual strengths and differences.

Students demonstrate the ability to achieve in a multitude of areas. Curriculum for high potential and high achieving students flows from the belief that each learner is unique and valued for his/her special talents, and is capable of accomplishment in academic areas as well as in art, music, technology, athletics, and drama. Therefore, it is incumbent upon the schools to provide opportunities for students to explore their talents in a variety of formats.

The activities of the Shrewsbury Public Schools for students who demonstrate high potential and high achievement are normally provided in the context of regular instruction. Teachers employ grouping strategies according to the diverse abilities and interests of their students. Additionally, there are times when students work outside the classroom. At the high school, courses are offered at varying levels of challenge. Students make course selections based upon their interest and previous achievement.

Since all children grow and change over time, enrichment activities must be accessible to all students. Grouping practices must be flexible and dynamic, and must recognize the diversity of learning styles and interests in every classroom.

Sex Education – Parental Notification (School Committee Policy #647)

In accordance with General Laws Chapter 71, Section 32A, the Shrewsbury School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involves human sexual education or human sexuality issues. The building principal will be responsible for such notification. Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If the planned curriculum changes during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may:

- (1) Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the school principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment that will be clearly stated on the permission slip.
- (2) Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable at the time of notification. Parents/guardians may arrange with the principal to review the materials at the school, and may also review them at other locations that may be determined by the Superintendent of Schools.

A parent/guardian who is dissatisfied with a decision of the principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in dispute.

The Superintendent of Schools will distribute a copy of this policy to each principal by September 1 of each year.

Attendance Policy

Good attendance is important for success in school. Much of what children learn comes from the instruction by the teachers and interactions with other students in the classroom. To that end the School Department requests that parents make every effort to have their child attend each day school is in session. Children, however, do become ill and as a result need to stay at home. Parents should use their discretion regarding the seriousness of an illness but as a general rule if the child will be uncomfortable with a cold or may spread the illness to staff and students, it is best to keep the child at home. In the event that the child is too ill to attend to

his or her work, the school nurse will make a determination to send the child home and will contact the parents.

Entrance Requirements

The Shrewsbury School Committee maintains a policy requiring students to be five (5) years of age on or before August 31st to attend Kindergarten and six (6) years of age on or before August 31st to attend Grade 1. A birth certificate or baptismal record must be presented as proof of age upon registration. Hospital records are not acceptable.

Registration

Students are registered at the Superintendent's Office at 100 Maple Avenue. Proof of residency, birth certificate and health records are required for registration.

Immunization

State law requires that students be immunized against the following diseases prior to registration:

- Diphtheria, Tetanus, Pertussis (DTP; DtaP) 5 doses, grades K-12
- Td, if over 5 years; grades 7 – 10.
- Measles, Mumps, Rubella 2 doses, grades K-12 or 2 doses measles, 1 mumps, 1 rubella
- Polio, 4 doses, grades K-12
- Hib, 4 doses, grade K
- Hepatitis B series, (3) grades K-10
- Varicella Vaccine, grade K-3, 7-10; for students over 13, 2 doses OR physician certified reliable history of chickenpox

It is the responsibility of the parents to provide proof of immunization before the student is allowed to enter the school system. A current physical examination will also be required within four months of entry.

Withdrawal of Your Child

In the event that you move during the school year, all withdrawals are processed through the Principal's Office. Parents must complete a transfer card and sign a "release of records" which will allow for the forwarding of cumulative records to the receiving school. The School Department uses the U. S. Mail to process these transactions and requests sufficient processing time to ensure a smooth transition for your child.

Absences

Children are required to attend all scheduled school days for the hours of operation except in the case of illness, religious holidays, and emergencies. Upon return to school following an illness, parents should send a note with the child explaining the recent absence. Periodically, the school will mail an attendance record to parents for students who have significant absences. These notifications are designed to maintain a dialogue between the school and home. Parents should contact the school principal to discuss extended absences.

In the event that your child is going to be absent from school, parents should call each school's Operation Child-Safe Phone Service and report the absence before 8:30 a.m.. After attendance is taken, parents will be called for any child not in attendance without a call to the Child-Safe Phone Service. Phone numbers are listed in the front cover of this handbook.

Tardiness

Tardy students must report to the Main Office. Late arrival will be noted on each student's attendance record. Should the student miss the school bus, it is the parent's responsibility to bring him/her to school. Good attendance is important and parents are requested to bring their children to school on time.

Extended Absences

In the event that your child is injured or seriously ill and will be absent for an extended length of time you should notify the school nurse, who will verify the absences and assist parents with the process for support and/or homework. A student must be absent for three consecutive days before parents can request homework.

Early Dismissal

Early dismissals will be granted in the case of an emergency. A note signed by the parent must be sent to the child's teacher on the day of the dismissal. Parents may pick their child up in the main office. No child will be allowed to leave school without the permission of the building principal or designee.

Vacations

It is the expectation of the school department that all students will be in attendance for all scheduled school days unless the child is ill or there is an unexpected emergency. If a family chooses to go on vacation during the school year, homework will not be provided ahead of time. A folder of class work will be saved for the student to complete when he/she returns to school. Extended vacations have a detrimental effect on a child's educational program and negatively impact the environment for the other students in the class. Parents must discuss any possible extended absences with the school principal.

Code of Conduct

Expectations for Student Behavior

It is a goal of the Shrewsbury Public Schools to establish and maintain a respectful learning environment. The development of good behavior in the elementary school is a learning process that has a positive effect on the student and the learning environment. School is a place where children and adults learn and spend many hours together. A school needs rules of behavior to make sure that everyone can be free of distraction, fear, or discomfort, so that learning can take place. Each student and teacher has the following rights in school:

- To work in pleasant, safe and orderly surroundings
- To be free from insulting or abusive treatment from others
- To have an atmosphere that encourages learning.

Please take the time to review our Expectations for Student Behavior with your child. A good method is to read the rules together and discuss why each one is necessary.

Shrewsbury elementary school students at all times will:

- Be honest in their words and deeds
- Act in a way that does not disrupt learning
- Walk, not run, in the hallways and conduct themselves in an orderly manner
- Respect and not break, damage, or deface the school property - buildings, grounds, materials, and furnishings
- Respect the personal property and school material of others
- Respect the rights of fellow students without fighting, teasing, or name-calling
- Use language that is free from vulgarity and profanity.

In the cafeteria students will:

- Enter and leave quietly
- Talk quietly to their friends
- Sit until called for food line, snacks, or bathroom
- Clean table and floor area around table.

On school buses students will:

- Enter the bus quietly in an orderly fashion
- Cooperate with the driver
- Choose a seat quickly and remain seated throughout the bus ride
- Refrain from eating and drinking on the bus
- Use “six inch” voices (quiet conversations)
- Keep hands, feet, and all belongings to themselves.
- Conduct themselves appropriately - no vandalism, profanity, pushing or fighting.

Before and after school, students will:

- Arrive at the school no sooner than 30 minutes before the school starts and go immediately to the assigned area. If an emergency arises, a student must ask permission of the teacher on duty before entering the school
- Report to the office if tardy
- Walk home from school on the sidewalk, if there is one, and not on the roadway
- Always be aware of safety in the walker’s line.

Students Who Engage in Inappropriate Behavior

There will be consequences for students with inappropriate behavior. Consequences may range from warnings to loss of certain school privileges and parents will be notified. Each elementary school has a program in place that helps students reflect and improve upon their personal behavior.

If inappropriate behavior disrupts the learning of other children, the child may be temporarily separated from the classroom into a designated area in the school. In those rare instances when a child’s actions may be detrimental to the health or welfare of the school, the child may be separated from the school from 1-3 days.

Sexual Harassment Policy

The Shrewsbury School Committee has formulated Policy 316, which defines sexual harassment, established appropriate standards of conduct and sets guidelines for recognizing and dealing with sexual harassment. The text below is from policy 316; a complete copy of the policy is available in the main office of each school or at the Superintendent’s Office at 100 Maple Avenue.

Shrewsbury Public Schools strive to meet the intellectual, emotional, cultural, physical and social needs of the entire school community. Students are encouraged to develop to their maximum potential and acquire the skills necessary to become mature, responsible and productive citizens. Faculty and staff members work in a professional environment to help students fulfill these goals. Sexual harassment is an unlawful and destructive behavior that interferes with education and teaching, and therefore, will not be tolerated.

The term “sexual harassment” means any sexual advances, requests for sexual favors and other verbal or physical contact of a sexual nature when: (i) submission to or rejection of such advances is made a term or condition of benefits, privileges, or the basis of academic achievement; or (ii) such requests or advances create an intimidating, hostile, humiliating or sexually offensive educational environment.

Sexual harassment includes verbal and physical behavior related to gender or sexual preference that creates an intimidating or controlling environment.

Sexual harassment may include but is not limited to:

- unwelcome sexual advances or requests for sexual favors
- inappropriate touching or verbal comments
- inappropriate written messages of a sexual nature or intimidation based on gender or sexual preference
- leering or voyeurism
- displaying sexually suggestive pictures or objects in school

No form of sexual harassment will be tolerated by the Shrewsbury Public Schools. Anyone found to have committed any form of sexual harassment will be disciplined.

Retaliation against any individual for reporting sexual harassment is unlawful and will not be tolerated.

Statement of Non-discrimination

Shrewsbury Public Schools is required by the Massachusetts Department of Education to publish an annual statement of non-discrimination. This notice serves to meet that requirement.

The Massachusetts Equal Educational Opportunity statute, General Laws Chapter 76, § 5, ensures that all students have the right to equal educational opportunities in the public schools. The Shrewsbury Public School District is committed to ensuring equal educational opportunities for all students, and does not discriminate on the basis of race, color, sex, religion, national origin, sexual orientation or disability.

The Shrewsbury Public Schools are in compliance with state and federal laws prohibiting discrimination and harassment. The following laws apply:

Massachusetts General Law Chapter 76, § 5, which states, “No person shall be excluded from or discriminated against in the admission to a public school or in obtaining the advantages, privileges, and course of study of such public school on account of race, color, sex, religion, national origin or sexual orientation.”

Title IX of the Educational Amendments of 1972 is a Federal statute which states, in part, “ No person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program receiving federal assistance.” This requirement not to discriminate in educational programs and activities also extends to employment. Mr. Thomas M. Kennedy is the Title IX Coordinator, Director of Human Resources at (508) 841-8400.

Title VI of the Civil Rights Act of 1964, provides that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity receiving federal financial assistance. Title VI provided for equal access and prohibits discrimination in the assignment of students to classes. It also prohibits discrimination in ability grouping or tracking students.

The Shrewsbury School Committee’s Policies #316 and #645 deal directly with the issues of harassment. Copies of these policies are available in the Principal’s Office at each school or through the Superintendent’s Office, located at 100 Maple Avenue, Shrewsbury, MA 01545. Further information may be obtained by contacting Mr. Thomas Kennedy, Director of Human Resources at (508) 841-8400.

The following grievance procedure, which was approved by the Shrewsbury School Committee, is to be used for all issues relating to harassment or discrimination involving student and/or staff:

1. The Shrewsbury Public Schools does not and will not knowingly discriminate against any student or employee on the basis of race, color, sex, religion, national origin, sexual orientation or disability. All

reports of harassment or discrimination will be taken seriously and investigated in a timely fashion. Reports will be held in the utmost confidence.

2. Any individual who believes he/she has been the subject of harassment or discrimination should immediately report the incident, either verbally or in writing to an administrator, adjustment counselor, guidance counselor, or teacher. The principal must be notified in all cases of harassment or discrimination. All cases of harassment involving a staff member will be reported to the Director of Human Resources.
3. An administrator will first meet with the parties involved in an attempt to resolve the issue informally.
4. If the complainant is unable to meet with the alleged harasser, the administrator, teacher, or counselor may assist the complainant in drafting a letter clearly describing the incident (behavior, where and when it occurred), how the complainant felt, and a request that the behavior stop immediately.
5. Any letter should be signed by the complainant, sent to the alleged harasser and be kept on file by the school administrator.
6. The alleged harasser may be encouraged to apologize, personally or by letter or to write a letter refuting the allegations.
7. In cases of alleged harassment requiring formal investigations, the following shall be implemented.
 - The complainant shall have the support of a staff member of his/her choice and the alleged harasser will also have the opportunity to select representation (union representative, attorney, teacher, etc.).
 - An administrator from the appropriate level will complete an investigation promptly and make a decision regarding the allegations.
 - In serious cases, where alleged harassment does not stop following a warning, appropriate disciplinary sanction may be imposed, up to and including suspension or dismissal.
 - If the conduct violates the law, the incident will be reported to the appropriate authorities by the school administration.
8. Retaliation or threats of retaliation are unlawful and will not be tolerated.
9. In all cases of harassment or discrimination, the investigating administrator will make a final disposition and issue a written report, which will be maintained in the school files.

If the complainant cannot utilize the procedure detailed above because the alleged harasser is involved in the procedure, the complainant should contact the Superintendent of Schools. Complaints about the Superintendent of Schools should be made to the Chairperson of the School Committee.

Section 504 of the Rehabilitation Act of 1973 is a federal statute which states, in part, "No otherwise qualified individual, shall solely on the basis of handicap, be excluded from participation in, be denied benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance." This requirement not to discriminate in educational programs and activities also extends to employment. Each school has a designated Section 504 Coordinator. Initial inquiries relating to Section 504 should be directed to the building-based Section 504 Coordinator who can be contacted through the principal's office. Further information may be requested by contacting Anthony J. Bent, Ed.D, Superintendent, and the district's Section 504 Coordinator at (508) 841-8400.

The following grievance procedure should be used to report discrimination under Section 504 of the Rehabilitation Acts of 1973:

- To fulfill its obligation under Section 504, the Shrewsbury Public Schools recognizes a responsibility to avoid discrimination in policies and practices regarding personnel and students. No discrimination against a person with a disability will knowingly be permitted in any of the programs or activities of the Shrewsbury Public Schools.
- The school district has a specific requirement under the Rehabilitation Act of 1973, which includes the responsibility to identify, evaluate and if the child is determined to be eligible under Section 504, to afford access to free and appropriate educational services. Questions about eligibility or services should be first directed to the building-based coordinator.
- If a parent or guardian disagrees with the determination made by the professional staff of the school, he/she has a right to a hearing, first with the district's Section 504 Coordinator, and secondly with an impartial hearing officer. The district's Section 504 Coordinator can be reached at 100 Maple Avenue, Shrewsbury, MA 01545 or by phone at (508) 841-8400.

- All grievances will be heard in a timely manner by the Superintendent of Schools, the district's Section 504 Coordinator, who will provide a written report of the district's findings. If a parent or guardian is unsatisfied with the results of the review, they may contact one of the agencies listed below.
- For grievances not resolved at the Superintendent's level, a review by an impartial hearing officer may be scheduled.

Individuals with grievances are not required to use the Shrewsbury Public School's grievance procedure. Written complaints may be filed with the following agencies:

Massachusetts Department of Education
350 Main Street
Malden, MA 02148-5023 Telephone Number: (781) 338-3000

United States Department of Education
Region 1 – Office of Civil Rights
John W. McCormack Post Office and Courthouse – Room 222
Boston, MA 02109-4557
(617) 223-9662

Equal Employment Opportunity Commission
One Congress Street
Boston, MA 02114
(617) 565-3200

Massachusetts Commission Against Discrimination
One Ashburton Place, Room 601
Boston, MA 02108
(617) 727-3990

Weapons Policy, Controlled Substances and Assaults

Possessions of weapons or drugs or the act of fighting are serious offenses that are governed by school district regulations, as well as, Massachusetts General Law Chapter 71, § 37H. The following paragraphs describe the district's legal responsibilities in the event of a serious infraction of the discipline policy.

Bringing a weapon or controlled substance to school is a very serious offense. Students who bring a weapon (a gun, knife, or any other implement that can be used as a weapon), or a controlled substance (including but not limited to marijuana, cocaine, or heroin) to school or a school-related function will be sent home immediately, suspended and possibly expelled. Toy guns and knives look realistic and may frighten other students and may be treated as an actual weapon. Children bringing toy weapons to school may be sent home for the day. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school or school-related activities will be suspended and may be expelled by the principal.

In the event of an incident, parents will be notified in writing and will be required to meet with the building principal for a hearing at which they have the right to representation and the opportunity to present evidence and witnesses. After the hearing the principal has the discretion to suspend or expel the students. A student who has been expelled from school has the right to request a hearing within ten days with the Superintendent. The student who has been expelled has the right to representation in a hearing with the Superintendent.

Suspending Students with Special Needs

- Suspension shall be defined as any action that results in the removal of a student from the program presented in his/her Educational Plan, i.e., both in-school and out-of-school suspensions are included.

- The building Special Education Coordinator/team chair will be receiving the “counselor copy” of the discipline notice when a special needs student is suspended.
- The I.E.P. for every special needs student will indicate whether the student can be expected to meet the regular discipline code or if a modification is required. If a modified discipline code is required, it will be written into the I.E.P.
- When it is known that the suspension(s) of a special needs student will accumulate to ten days in a school year, a review of the I.E.P., as provided in State and Federal Regulations, will be held to determine the appropriateness of the student’s placement or program.

Curriculum Highlights

The following section of the elementary student handbook presents a brief overview of the curricula at the preschool and elementary level. The School Department strives to provide equitable educational experiences for all students regardless of their school assignment. More detailed information will be presented throughout the school year, at open houses, school committee meetings, and school newsletters.

English/Language Arts

What will students learn and know how to do in English language arts?

Students will learn how to read with understanding, write with fluency, speak in a way that clearly expresses their ideas, listen actively, and view critically. These are the essential elements of our ELA curriculum and are common to all grade levels. Learners at every level build on their skills and experience as they are challenged with texts of increasing length and complexity. Literacy learning is integrated throughout the day. Students read, write and are read to daily.

What might a typical lesson look like?

Our ELA curriculum is literature-based so a teacher will often start the lesson by sharing a story, a piece of literature or an excerpt from an informational text by reading it aloud. Students will be encouraged to listen actively in order to analyze and discuss the text. The teacher will focus on one or two ideas. He or she might demonstrate a reading strategy, for example: *How can asking questions as you read help you to reach a deeper understanding of the text?* The teacher might use the text to show how spelling patterns and punctuation work. Following this whole class experience, students might be asked to work independently. They will apply some of this new learning as they read appropriately leveled texts. They might respond to a writing prompt that is connected to the story. Meanwhile, the teacher can meet with small groups of students for guided reading lessons. These are mini coaching sessions. During guided reading students learn and apply reading strategies and skills with just a little teacher support. They read books and other texts that are more challenging than books they read independently. Towards the end of the ELA session the teacher might bring the whole group back together so that students can summarize the day’s learning.

What materials do students and teachers use?

Shrewsbury’s primary language arts resource, Literature Works, is published by Silver, Burdett, and Ginn. The program centers on themes that are universal to all elementary grades and are relevant to students’ lives. The program provides opportunities for interaction with a rich variety of literature, representing many genres, voices, time periods and cultures. The literature is authentic and provides an opportunity for integration with other areas of the curriculum. Word study, including phonics, structural analysis and vocabulary is continued through the elementary grades. There is also a focus on reading comprehension, literature appreciation, writing, spelling and grammar.

In grades K and 1 there is a special emphasis on the explicit teaching and learning of phonics. Teachers use Phonics Lessons: Letters, Words, and How They Work: by Gay Su Pinnell and Irene C. Fountas.

Throughout the day, students are able to use a variety of texts from the classroom library, the school media center and leveled book collections to support their learning in all curriculum areas.

The district-wide writing program Writing Across the Curriculum by John Collins allows students to develop their writing skills in all subject areas. This program is most commonly known for its five types of writing and its focus correction areas (FCAs).

What are “focus correction areas”?

For some writing assignments (Types 3-5) teachers choose two or three key aspects of writing, for example:

- Vary the length and the beginnings of sentences
- Use capital letters and end marks correctly
- Spell grade level words correctly

Students write these mini checklists at the top of their paper. Students know that they must concentrate on meeting these expectations. Teachers in turn concentrate their feedback on the same skills. When students master FCAs they become “must-dos”. This means that students must remember these skills and apply them independently as they write. As each skill is learned and mastered, new writing skills will become FCAs. This writing program gives students the opportunity to experience the writing process whether it be through a Type One writing activity in which children are asked to do a quick write or a Type Five essay written for publication.

What kinds of tests or assessments do teachers use to measure student learning?

Student achievement in reading and writing is assessed formally and informally throughout the year. Teachers and specialists use the results to help plan instruction. Assessments include, but are not limited to:

- District-wide reading assessment K-3 (fall and spring) where students are assessed on phonemic awareness, phonics, spelling, and reading fluency
- District-wide 4th grade reading assessment
- District-wide ELA assessments for grades 1-4 tests examine the students’ ability to use reading comprehension strategies and their language and literacy skills
- District-wide writing assessments – all students respond to grade level prompts each trimester
- The Developmental Reading Assessment (DRA) administered to all students, district-wide, in grades K–3. The DRA is a one-on-one reading assessment given in the fall and spring.

Teachers use the results of these assessments to document student progress and to plan instruction appropriately. Parents may wish to review the results at a parent-teacher conference.

How do teachers decide what to teach?

Our ELA curriculum is based on the Massachusetts Department of Education English/Language Arts Curriculum Frameworks. Using this document, teachers, administrators, curriculum, reading and media specialists work together to determine what students should know and be able to do in each of the four key ELA strands: Language, Reading & Literature, Composition and Media. This work is ongoing; each year we refine the expectations to describe as clearly as possible what students should learn during each trimester of each grade. The following grade level expectations stem from that collaboration:

<h2>Preschool English/Language Arts</h2>
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Students will learn:

- To learn expressive and receptive vocabulary
- To improve articulation skills
- To understand the structure of common expressive language
- To relay information in complete sentences
- To ask questions
- To follow multi-step directions
- To listen attentively in small and large groups

- The composition of letters through shapes
- To recognize letters through a variety of sensory awareness strategies
- To recognize letters linked with specific sounds
- To discriminate sounds in the natural environment
- To decode pictures/symbols and interpret meaning using visual cues
- To recognize their name in print
- To attend to stories

- To recognize their name in print
- To tell stories through their art work
- To explore printing with “scribble writing”
- To manipulate writing implements, e.g., crayons, markers

Kindergarten English/ Language Arts

Students will learn:

- To follow 1-2 step oral directions
- To listen attentively to stories
- To speak in complete sentences
- To respond orally to storybooks
- To share writing with peers
- Upper and lower case letter names
- Sound / symbol correspondence for all alphabet letters
- Book handling
- Segmenting word into syllables
- Recognizing rhymes
- Producing rhyming pairs
- To identify initial, medial, and final sounds in words
- To make predictions
- To retell character, setting, and events in a story
- To recognize that written words are separated by spaces
- To print upper and lower case letters
- To write words using beginning and ending sounds
- To communicate ideas through detailed drawings
- To write a complete thought on a topic

Grade One English/ Language Arts

Students will learn to:

- Read fluently at grade level
- Give focused oral presentations using criteria from a rubric
- Use letter-sound knowledge to decode (phonics)
- Ask and answer questions about a text

- Write with focus, organization, and detail
- Make reasonable predictions about what will happen next in a story
- Retell a story
- Use non-fiction text features to gather information
- Use evidence from text to visualize
- Make connections
- Use standard English conventions

Grade Two English/Language Arts

Students will learn to:

- Read fluently at grade level
- Speak using appropriate volume and eye contact
- Use letter-sound knowledge to decode (phonics)
- Make meaningful text connections
- Ask/answer questions about text
- Write with focus, organization, and detail
- Make reasonable predictions
- Determine important parts in text
- Read and discuss poetry
- Use capital and end marks correctly
- Spell correctly second grade words in daily writing

Grade Three English/Language Arts

Students will learn to:

- Read fluently at grade level
- Understand new vocabulary
- Give effective oral presentations
- Use letter-sound knowledge to decode (phonics)
- Draft, revise, and edit stories and poems
- Make connection between text and personal experience
- Write brief summaries of information gathered through research
- Write with focus, organization, and detail
- Make inferences from stories and support them with evidence from text
- Use knowledge of text features to locate facts in non-fiction
- Determine important parts in text
- Analyze the meaning of poems and support with evidence from text
- Use conventions of grammar, punctuation, and capitalization
- Spell grade-level words correctly

Grade Four English/Language Arts

Students will learn to:

- Read fluently at grade level
- Understand new vocabulary
- Give effective oral presentations
- Plan and organize writing
- Develop ideas and stay on topic
- Revise and edit writing
- Summarize information
- Use correct standard English mechanics
- Use schema and evidence from the text to make inferences
- Locate information to answer questions
- Determine important parts in text
- Analyze the meaning of poems and provide evidence from text

Mathematics

Everyday Mathematics is a research-based curriculum developed by the University of Chicago School Mathematics Project. UCSMP was founded in 1983 during a time of growing consensus that our nation was failing to provide its students with an adequate mathematical education. The goal of this on-going project is to significantly improve the mathematics curriculum and instruction for all school children in the U.S.

Development of *Everyday Mathematics* began with a research phase. During this phase, the authors of the curriculum reviewed a rich body of existing research on children's mathematical thinking and on curriculum and instruction. They also interviewed hundreds of K-3 children and surveyed instructional practices in other countries. Based on their findings, the authors established several basic principles that have guided the development of *Everyday Mathematics*. These principles are:

- Students acquire knowledge and skills, and develop an understanding of mathematics from their own experience. Mathematics is more meaningful when it is rooted in real life contexts and situations, and when children are given the opportunity to become actively involved in learning. Teachers and other adults play a very important role in providing children with rich and meaningful mathematical experiences.
- Children begin school with more mathematical knowledge and intuition than previously believed. A K-6 curriculum should build on this intuitive and concrete foundation, gradually helping children gain an understanding of the abstract and symbolic.
- Teachers, and their ability to provide excellent instruction, are the key factors in the success of any program. Previous efforts to reform mathematics instruction failed because they did not adequately consider the working lives of teachers.

With these principles in mind, the *Everyday Mathematics* author team began developing the curriculum. Starting with kindergarten, *Everyday Mathematics* was developed one grade level at a time. Each grade level went through a three-year development cycle that included one year of writing, a year of extensive field-testing in a cross section of actual classrooms, and a year of revising before final publication. All seven grade-levels were written by the same core of authors, in collaboration with a team of mathematicians, education specialists and classroom teachers. This unique development process has resulted in a comprehensive K-6 curriculum that provides a

consistent high quality, and a sequence of instruction that carefully builds upon and extends the knowledge and skills of the previous year.

Scope & Sequence

Developments over the past 20 years have led to a tremendous increase in the importance of mathematics in a growing number of occupations, and in daily life. As a result, the goal of achieving mathematical literacy for all citizens has become a national priority. By today's definition, mathematical literacy means that adults need to have a range of sophisticated mathematical knowledge and skills that extends far beyond basic calculation skills.

The authors of *Everyday Mathematics* believe that it is crucial to begin laying the groundwork for mathematical literacy at an earlier age than offered in traditional programs. Based on their own research, and other supporting research, the authors also firmly believe that children are capable of learning a great deal more than previously expected. For this reason the scope of the K-6 *Everyday Mathematics* curriculum includes the following mathematical strands:

- Algebra and Uses of Variables
- Data and Chance
- Geometry and Spatial Sense
- Measures and Measurement
- Numeration and Order
- Patterns, Functions, and Sequences
- Operations
- Reference Frames.

By developing the curriculum one grade-level at a time, the authors were able to carefully map out a sequence of instruction that interweaves concepts from each of these content strands throughout the curriculum. Because very few people learn a new concept or skill the first time they experience it, the curriculum is structured to provide multiple exposures to topics, and frequent opportunities to review and practice skills. A concept or skill that is informally introduced in kindergarten, for example, will be revisited, developed and extended numerous times, and in a variety of contexts, throughout the year and into later grades.

<h3>Preschool Mathematics</h3>

Students will learn to:

- Listen to and say the names of numbers in meaningful contexts
- Connect many kinds/quantities of concrete objects and actions to numbers
- Use positional language and ordinal numbers (first, second, third) in everyday activities
- Use concrete objects to solve simple addition and subtraction problems using comparative language (more than, fewer than, same number of)
- Observe and manipulate concrete examples of whole and half
- Examine, manipulate, and identify familiar U.S. coins (penny, nickel, dime, quarter) in play activities
- Explore and describe a wide variety of concrete objects by their attributes
- Sort, categorize, or classify objects by more than one attribute
- Recognize, describe, reproduce, extend, create, and compare repeating patterns of concrete materials

Kindergarten Mathematics

Students will learn to:

- Generate and expand patterns
- Count orally to: 70/100
- Count back from 10-0/20-0
- Count on from numbers 2-20+
- Use and write numerals 0-15+
- Count 20 or more objects
- Count by: 2's, 5's, 10's
- Understand early measurement
- Sort and classify objects
- Understand addition/subtraction
- Estimate time by the hour
- Name, describe, and use geometric shapes
- Understand the meaning of estimation

Grade One Mathematics

End-of-trimester benchmark skills

Students will learn to:

Trimester One

- Count up and back by 1's, starting with any number up to and including 100
- Count 20 or more objects
- Skip counts by fives up to at least 100
- Write the order of numbers to 100
- Name and identify the value of U.S. coins

Trimester Two-Three

- Compare numbers using $>$, $<$, $=$ up to 100
- Know addition facts up to 20
- Know subtraction facts up to 10
- Skip counts by 2s up to at least 100
- Describe functions related to trading using based ten blocks
- Identify and use patterns on the 100s chart

Trimester Three

- Understands place value for tens and ones

Grade Two Mathematics

End-of-trimester benchmark skills

Students will learn to:

Trimester One

- Solve addition and subtraction number stories
- Know addition and subtraction fact families
- Know addition facts and subtraction facts (sums to 20)
- Skip counts by twos, fives, and tens up to at least 100
- Solve problems using numbers and diagrams
- Identify parts of the day (e.g. morning, afternoon, evening), days of the week, and months of the year
- Identify dates using a calendar
- Tell time at quarter-hour intervals on analog and digital clocks using a.m. and p.m.

Trimester Two

- Skip count by 2s, 5s, 10s, and describe the patterns
- Add and subtract with multiples of ten
- Describe and create additions and subtraction number patterns
- Identify, describe, draw, and compare two-dimensional shapes
- Identify symmetry in two-dimensional shapes
- Draw line segments (parallel and non-parallel)

Trimester Three

- Add and subtract three digit numbers accurately and efficiently
- Use common fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$) appropriately
- Uses equivalent coins to show money amount in different ways
- Describe and create addition and subtraction number patterns
- Measure objects using centimeters and inches

<h2>Grade Three Mathematics</h2>

End-of-trimester benchmark skills

The student will learn to:

Trimester One

- Efficiently recall addition and subtraction facts
- Complete fact and number families for addition and subtraction
- Explain mathematical thinking both orally and in writing
- Measure to the nearest centimeter and inch
- Identify time to the minute on analog and digital clocks using a.m. and p.m.
- Compute elapsed time less than one hour using a clock and using a calendar
- Use symbolic patterns and addition/subtraction patterns

Trimester Two

- Identify place value in decimals and whole numbers
- Read and write 1 and 2 digit decimals
- Explain mathematical thinking both orally and in writing
- Solve addition and subtraction number stories
- Compare and analyze attributes and other features of shapes
- Describe, model, draw, compare, and classify two-dimensional shapes
- Identify and draw line of symmetry in two-dimensional shapes

Trimester Three

- Show mastery of multiplication facts through 10×10
- Shows mastery of related division facts through 100 divided by 10
- Explain mathematical thinking both orally and in writing
- Solves number stories using $+$, $-$, \times , and $/$
- Add, subtract, multiply and divide to solve problems
- Identify fractional parts of a whole and group
- Identify appropriate ways to display data
- Match and construct representations of data sets

Grade Four Mathematics

End-of-trimester benchmark skills

Students will learn to:

Trimester One

- Explain mathematical thinking both orally and in writing
- Estimate and sue results of number computation to 3 digits
- Know multiplication through 10×10 and related division facts
- Add and subtract (up to 5 digit numbers) accurately and efficiently
- Describe and draw intersecting, parallel, and perpendicular lines
- Use, compare, and order whole numbers up to 100,000
- Collect, organize, and display data appropriately
- Understand and use lists, tables, or graphs to solve problems

Trimester Two-Three

- Divide up to a 3-digit whole number using a single-digit divisor
- Solve multiplication and division number stories
- Demonstrates the ability to explain mathematical thinking both orally and in writing
- Round numbers to the nearest 10, 100, 1,000, 10,000, and 100,000
- Estimate and use results of number computations to 3 digits
- Know multiplication facts through 12×12 and related division facts
- Multiply (up to 3×2) digits accurately and efficiently
- Use fractions, mixed numbers, and decimals to solve problems
- Use equivalent forms of common decimals and fractions
- Read, write, and name decimals up to the hundredths

- Find area and perimeter of a shape using diagrams and measuring
- Use metric/English units to estimate and solve problems
- Understand the properties of acute, right, or obtuse angles

Science and Technology

Shrewsbury's elementary science program has as its challenge the achievement of scientific literacy for all students. Our program strives to provide all students with scientific experiences that 1) are appropriate to their cognitive stages of development and 2) serve as a foundation for more advanced ideas that prepare them for life in an increasingly complex scientific and technological world. Our program was designed to provide students with a variety of hands on experiences in each of science's three major areas: Earth Science, Life Science, and Physical Science. Since hands-on science is intrinsically fun and interesting for students, it becomes its own motivation and the children soon think of themselves as scientists. They actually do what scientists do: observe, communicate, compare, organize, relate, infer, and apply (the scientific thinking process).

Our science curriculum also aligns closely to the *Massachusetts Curriculum Frameworks for Science and Technology*. The frameworks have presented a set of key principles that describe the characteristics of learners and the nature of teaching and assessment. We support the following principles from the state frameworks:

Principles for Learning, Teaching and Assessment

- All children can learn.
- Learners construct their own meanings.
- Learning is a life-long process that begins and continues in the home and extends to school and community settings.
- Children learn best in an environment that acknowledges, respects, and accommodates each learner's background, learning style, and gender.
- Mathematics and science instruction should emphasize the quality of understanding rather than the quantity of information presented.
- Students learn science and mathematics by engaging in authentic tasks of inquiry; reasoning and problem solving that reflect real-world scientific and mathematical practice.
- Hands-on experiences deepen understanding of abstract concepts by encouraging the practice of process skills and communication and allowing for reflective thinking.
- Learners need the social and organizational skills developed by working in groups. Working in groups helps learners make sense of science and mathematics through communication. Learners benefit from social, organizational, self-evaluative, and small-group settings.
- Technology should be used as a tool for learning mathematics and science.
- Mathematics and science instruction should emphasize connections within and across disciplines.
- Assessment should be used as a tool to improve instruction and enhance student learning.

Preschool Science

Students will learn to:

- Discover through observations
- Make comparisons about things observed

- Demonstrate a curiosity and an interest in learning
- Demonstrate an interest in the natural world
- Seek answers through active explorations and investigation
- Plan before beginning a task and activity
- Initiate their own learning experiences
- Classify objects by a single attribute
- Classify concepts conceptually
- Arrange objects in a series
- Make simple predications
- Use experiences to make more accurate predictions
- Recall a sequence of events
- Participate in recording of findings
- Record findings through drawings or words
- Show awareness of cause and effect
- Use all of their senses to explore and investigate a wide variety of materials
- Describe the properties of various materials

Kindergarten Science

Students will learn to:

- Use the skills of inquiry effectively
- Know the names and functions of the five senses
- Recognize the characteristics of living things
- Understand the life cycles of plants
- Understand the life cycles of animals

Grade One Science

End-of-trimester benchmark skills

Students will learn to:

Trimester One

- Use the skills of inquiry effectively
- Classify and sort earth materials by properties
- Recognize that rocks and soils are found on the earth's surface

Trimester Two

- Use skills of inquiry effectively
- Describe the various ways that objects can move
- Understand the results of applying force to an object
- Recognize that under some conditions, objects can be balanced

Trimester Three

- Use skills of inquiry effectively
- Recognize that living things grow, reproduce, and need food, air, and water
- Describe the basic stages of a life cycle for various living things
- Show how an organism's habitat provides for its basic needs

Grade Two Science

End-of-trimester benchmark skills

Students will learn to:

Trimester One

- Identify the ways in which an organism's habitat provides for its basic needs
- Identify and describe the life cycle and stages of frogs
- Recognize the basic needs of nocturnal animals
- Know how people and animals adapt to their environment

Trimester Two

- Use skills of inquiry effectively
- Identify repeating patterns in weather
- Identify what air is and how it is related to wind
- Describe weather changes over a period of time
- Recognize that the sun supplies heat and light to the earth
- Identify events around us that have repeating patterns, including the seasons of the year, day, and night

Trimester Three

- Use the skills of inquiry effectively
- Sort objects based on observable properties
- Identify objects and materials as solid, liquid, and gas
- Recognize the shape characteristics of solids, liquids, and gases

Grade Three Science

End-of-trimester benchmark skills

Students will be able to:

Trimester One

- Use skills of inquiry effectively
- Identify the differences between living and nonliving things

- Describe the life cycles of trees
- Show how trees and butterflies adapt to their environment
- Show how the sun's energy is used by plants for photosynthesis
- Describe the life cycle of the butterfly / metamorphosis
- Contrast inherited and environmental influences on living things

Trimester Two

- Use skills of inquiry effectively
- Know that sound is produced by vibrating objects
- Know that sound as a form of energy causes motion or creates changes
- Recognize the relationship between vibration and pitch

Trimester Three

- Use the skills of inquiry effectively
- Describe the earth's water cycle
- Describe how water changes from one state of matter to another
- Compare / contrast solids, liquids, and gases based on the properties

Grade Four Science

End-of-trimester benchmark skills

Students will learn to:

Trimester One

- Use skills of inquiry effectively
- Identify what a mineral is and recognize examples of a mineral
- Explain how minerals can be tested for different physical properties
- Explain how soil is formed, and recognize its properties
- Identify the three categories of rocks and how they were made

Trimester Two

- Use skills of inquiry effectively
- Explain the difference between simple and complex machines
- Explain the relationship between simple machines and work
- Identify tools and simple machines used for a purpose
- Solve a problem related to shelter, storage, or convenience

Trimester Three

- ❖ Use skills of inquiry effectively
- ❖ Recognize the properties of electricity
- ❖ Recognize the properties of magnets
- ❖ Identify the properties of electrical and magnetic energy

- ❖ Identify the various types of circuits

Social Studies

In alignment with the *Massachusetts History and Social Science Curriculum Framework*, the program at the elementary level follows a modification of the “expanding horizons” approach to teaching Social Studies. This approach invites students to study families, communities and cultures “here and now” and then broadens their experiences to include families, communities and cultures “long ago and far away.” This model expands the students’ exposure to History and Social Science in a way that deepens their understanding of the people and the world around them.

As in the past, Social Studies at the elementary level is inquiry-based and students take an active role in their learning. They learn how to ask important questions that will uncover key concepts in Social Studies. They begin to ask the same questions geographers and historians ask. They are encouraged to use the same tools that historians and geographers use (maps, books, pictures, artifacts, primary sources, interviews, etc.). Through this process, students gain skills as geographers, historians and citizens of the world.

The framework suggests that an effective curriculum in History and Social Science draws on and integrates several disciplines and fields of study. In Language Arts, students acquire a mental picture of history from both fiction and non-fiction. Writing becomes an integral part of the Social Studies program at all grade levels. In the earlier grades, students write summaries to share information they learned about their community. In the upper grades, students create travel brochures and write newspaper articles highlighting information gained through research. Math becomes an important part of the program when calculating distance on a map. Science is introduced when students learn about climate in conjunction with place and location. Asking questions about an area of study and seeking to answer those questions involves all areas of the curriculum. The approach to Social Studies instruction at the elementary level is truly integrated.

The major areas of study at each grade level are listed below. Topics introduced at the elementary level spiral through each grade span. This means that students will revisit these topics in greater depth in the middle schools and in high school.

PreK and Kindergarten Social Studies

Students will learn to:

- Understand the role of Community Helpers
- Identify land or water on a map or globe
- Use positional words related to location

Grade One Social Studies

End-of-trimester benchmark skills

Students will learn to:

Trimester One-Three

- Understand time sequences such as days, weeks, month, and years
- Apply knowledge of the past, present, and future
- Appreciate different religious, community, and family celebrations
- Identify dates on a calendar and connect them to the days of the week
- Understand that maps represent space (classroom, school, neighborhood).
- Give reasons for celebrating U.S. and Massachusetts holidays

Trimester Two

- Describe the qualities or distinctive traits of famous Americans
- Give examples of goods and services
- Explain economic reasons for making choices

Trimester 3

- Define and locate continent, ocean, mountain, river, and lake
- Identify and apply cardinal directions (north, south, east, west)

Grade Two Social Studies

End-of-trimester benchmark skills

Students will learn to:

Trimester One-Three

- Show that geographical information is presented on maps and globes

Trimester One

- Give examples of students' rights and responsibilities in school
- Understand the difference between producers and consumers
- Explain the difference between buyers and sellers
- Give examples of goods and services

Trimester Two

- Explain the qualities of good citizens and good leaders
- Locate current boundaries of the United States, Canada and Mexico
- Understand that geographical information is presented in maps and globes
- Identify the location of the world's oceans
- Explain the difference between a continent and a country

Trimester Three

- Explain information that timelines present
- Understand how chronological order is related to student's life
- Identify the location of all continents

Grade Three Social Studies

End-of-trimester benchmark skills

Students will learn to:

Trimester One

- Describe the way of life for the Wampanoags
- Use cardinal directions, map scales, legends on maps
- Complete a map of Massachusetts
- Identify the New England States on a map
- Describe the concept of bartering

Trimester Two-Three

- Describe life in the Plymouth Colony
- Describe life in the Massachusetts Bay Colony
- Understand important events leading to and during the American Revolution
- Understand the causes and effects of the American Revolution
- Describe how a community changes over time
- Explain the life and achievements of influential people from Massachusetts
- Explain why it is necessary for communities to have governments
- Describe ways in which people influence their government
- Define taxes and the purpose for taxes

Trimester Three

- Describe how a community functions

Grade Four Social Studies

End-of-trimester benchmark skills

Students will learn to:

Trimester One-Three

- Identify immigrant contributions made to America culture
- Interpret maps using map symbols and keys

Trimester One

- Locate the East and the states within the East

- Describe the geography, climate, and economics of the East

Trimester Two

- Locate the South and the states within the South
- Describe the geography, climate, and economics of the South
- Locate the Midwest and the states within the Midwest
- Describe the geography, climate, and economics of the Midwest
- Give examples of major rights of citizens

Trimester Three

- Locate the West and the states within the West
- Describe the geography, climate, and economics of the West
- Locate Canada and describe its major physical characteristics and climate
- Locate Mexico and describe its major physical characteristics and climate

Health and Physical Education

Comprehensive Health Education provides the opportunity for all students to develop and demonstrate health related knowledge, attitudes and practices that integrate physical, mental, and social dimensions of health and wellness. This instruction is presented to students in grades 2 and 4.

The course of study will enable students to build resilience by examining the options available to today's youth and identify components that are high risk and to be avoided. Our focus is clearly on prevention and promotion of wellness, not merely to prevent disease and disability.

Effective School Health Education is one component of a comprehensive school health program. Shrewsbury combines the instructional objectives with linkages to families, integrating with community agencies, health and social services and a healthy environment.

Student Expectations for Elementary Health:

- Develop an awareness of feelings of self and others
- Become skilled in problem solving
- Recognize the relationships between body systems and the effects of disease
- Recognize the development and changes related to adolescence
- Learn about personal safety and abuse prevention
- Identify positive behaviors as alternatives for substance abuse

Physical Education is an integral part of the total school program and contributes to the development of all students through the promotion and appreciation of physical fitness and skill development. It is a planned sequence of learning experiences designed to fulfill the growth, development, and behavior needs of each student.

Physical Education also provides unique opportunities for positive peer interaction, good sportsmanship, and proper self-discipline and control. Emphasis is placed on the student's commitment to a positive mental attitude toward physical activity. Individual activities, team sports,

and recreational games are introduced with age appropriate expectations. The instruction strives to help each student realize his/her potential and work to meet it.

Student Expectations in Elementary Physical Education:

- Develop skill for locomotion and non-locomotion as well as using a variety of manipulatives for throwing, catching, striking
- Identify and apply movement concepts including direction, balance, level, pathway, range, application of force, force absorption
- Identify and demonstrate responsible personal social behavior used in physical activity settings
- Identify physical changes and feelings that result from participation in a variety of physical activities.

Visual Arts

The goal of arts education from preschool to grade four is to develop the natural expressiveness and uninhibited creativity that very young children often display. Arts education begins with an appropriate foundation in a child's early years. Such a foundation uses the arts to have students explore sensation and recreate their memory of real and imagined events. As learners they are trying to find out all they can about the expressive qualities that are inherent in both the visual arts and music.

Because arts experiences allow children to play with ideas and concepts, students often express freely in their artwork ideas and understandings that do not emerge in other classroom work.

Grade Level Expectations:

The experience in the visual arts program begins in full day kindergarten. In the visual arts the principles of art: line, shape/form, color, texture and the principles of design: balance, contrast, proportion, repetition, rhythm, unity, and variety are continually explored and implemented.

Kindergarten Visual Arts

KNOWLEDGE Tasks: Student will be able to:

- Recognize and know primary colors
- Recognize basic geometric shapes
- Understand the difference between tempera paint and watercolors
- Understand the difference between using brush and drawing tools

PERFORMANCE Tasks: Students will be able to:

- Draw basic shapes
- Cut with scissors
- Paint with tempera and watercolors
- Use crayons and other drawing tools.
- Use primary colors by choice in their work

Grade 1 Visual Arts

KNOWLEDGE Tasks: Students will be able to:

- Identify geometric shapes- circle, square, triangle, rectangle, oval, and rhombus
- Identify primary and secondary colors
- Understand the technique for using painting tools – the brush
- Identify different kinds and directions of line
- Understand the concept of collage
- Recognize the element of form and understand how it differs from shape
- Recognize pattern as different from texture
- Respond to the work of at least one artist – Eric Carle, Mondrian, Klee, and Kandinsky

PERFORMANCE Tasks: Students will be able to:

- Create art works from geometric shapes
- Create art works that emphasize the use of line
- Mix secondary colors from primary colors
- Use watercolor [block] and tempera [liquid] paint
- Create an artwork from imagination
- Create artwork that tells a story
- Experience collage and mixed media techniques in a work of art
- Create a 3-d form in any media

Grade Two Visual Arts

KNOWLEDGE Tasks: Students will be able to:

- Understand the concept of warm and cool colors
- Identify the characteristics/ techniques of watercolor painting
- Understand the concept of secondary colors
- Identify the foreground, middle ground and background in a landscape
- Respond to and identify the artwork of one master artist such as Vincent Van Gogh, Claude Monet, Georgia O'Keefe and/or Marc Chagall
- Understand the concept of overlapping [shapes] to create a sense of space
- Understand and identify 3D works
- Understand and identify different textures from pattern
- Understand the concept of symmetry

PERFORMANCE Tasks: Students will be able to:

- Create artwork using warm and cool colors
- Create watercolor works showing wet into wet, salt, lifting and wash techniques
- Create space through the use of overlapping

- Explore oil pastels
- Expand on the use and understanding of collage as means of expression
- Create a 3D form with paper
- Demonstrate understanding of texture and pattern
- Use symmetry in an art work

Grade Three Visual Arts

KNOWLEDGE Tasks: Students will be able to:

- Know and understand complementary colors
- Recognize monochromatic schemes and know how they are created
- Understand the concept of abstraction versus realism
- Connect art to other cultures
- Understand the difference between geometric and organic shapes
- Understand positive and negative shapes
- Know the difference between radial and asymmetrical balance
- Recognize the art of at least one artist such as Picasso, Matisse, Seurat or Cezanne
- Respond constructively to each other's artwork

PERFORMANCE Tasks: Students will be able to:

- Create artworks that demonstrate an understanding of complementary colors
- Create monochromatic artworks that contain tints and shades
- Create an abstract artwork that uses radial or asymmetrical balance
- Make art that reflects or illustrates another culture other than the artist's own
- Realistically depict nature in an artwork
- Create artwork emphasizing positive and negative space
- Create a relief print
- Create art that reflect the style one artist such as Picasso, Matisse, Seurat, and Cezanne
- Participate in self and class critiques

Grade Four Visual Arts

KNOWLEDGE Tasks: Students will be able to:

- Understand the concept of value and shading
- Understand the concept of portraits and the proportion of the face
- Understand the difference between 2-D from 3-D work
- Understand the concept of one-point perspective
- Identify and understand artwork from one culture not their own
- Identify and understand the basic concept of tertiary colors
- Respond to the artwork of at least one artist such as DaVinci, Homer, Degas
- Recognize the elements of art in their own work
- Understand how to select and display artwork

Performance Tasks: Students will be able to:

- Draw from imagination
- Create artwork using mixed-media techniques
- Construct 3D sculptures using a malleable material such as clay
- Create a 1-point perspective drawing
- Draw a believable portrait using correct proportion
- Create a drawing using value and shading
- Create an artwork showing the understanding of tertiary/intermediate colors
- Create artwork that shows an understanding of another culture
- Select a piece of art work and put in a display

Music

The Shrewsbury elementary music program is divided into several standards. Each grade level acquires musical skills with various lessons that align with these musical standards. Creating, performing and responding to music are the fundamental music processes. Students learn by doing! *Singing, playing instruments, moving to music, and composing* enables them to acquire musical knowledge. Learning to *read and notate music* gives the students skill to explore music independently and with others. *Listening to, analyzing and evaluating music* are the building blocks of musical learning. Experiencing music helps students to *make cultural and historical connections* that are very important to a diverse and global society. Finally, students make important connections with understanding the relationship between music, the other fine arts and disciplines outside of the arts.

Kindergarten Music

Students will learn to:

- Build a repertoire of songs of various styles
- Discover a steady beat
- Begin aural and visual discrimination
- Understand and demonstrate appropriate audience skills

Grade One Music

Students will learn to:

- Develop the ability to aurally discriminate between beat and rhythm
- Sing melodies accurately
- Perform and maintain steady beat
- Explore creative movement
- Recognize the four orchestral families
- Identify the roles of conductor and composer

Grade Two Music

Students will learn to:

- Learn to follow a song text aurally and visually
- Increase rhythmic complexity incorporating percussion instruments
- Recognize tone color and characteristics of instruments within each family
- Introduce musical terms and symbols

Grade Three Music

Students will learn to:

- Develop an understanding of letter names, staff lines, and spaces
- Experience simple two and three part rounds
- Discover harmony
- Experience learning to play the recorder

Grade Four Music

Students will learn to:

- Develop an understanding of time signatures and conducting patterns
- Identify various musical forms
- Experience participation in chorus
- Explore the option to play a string instrument in an extra-curricular program

Technology and Media

Instructional Technology

In the past, computer literacy involved teaching about computers as a subject in itself. There is currently a de-emphasis on this type of learning because educators have realized that it is not necessary to study a tool in depth in order to make effective use of it. The goal of the preK-4 experience is to integrate technology through the process of teaching and learning.

Technology affects how students learn and how teachers teach. As we extend learning beyond the classroom, we strive to create a safe environment where students and staff can make appropriate resource choices. Students are responsible for the gathering, processing, and the presenting of information. Teachers guide students as they develop the skills necessary for lifelong learning.

For additional information regarding technology, please visit our departmental web page.

<http://www.shrewsbury-ma.gov/schools/District/Technology/index.htm>

Media Center

The school media center is the very heart of our elementary schools in Shrewsbury. In the complex technological world of today, education is no longer simply the acquisition of a body of knowledge. Rather it is the ability to access, effectively evaluate and creatively present this information in a meaningful fashion. Information literacy prepares individuals to take advantage of the opportunities inherent in today's global information society.

The school media centers in Shrewsbury provide elementary students with the following opportunities:

- Introduces students to fine literature
- Introduces students to quality authors and illustrators
- Encourages students to develop a lifelong love of reading
- Promotes sound library habits and care for media materials
- Empowers students to independently use media resources
- Provides students with a variety of materials for curriculum - related activities
- Provides students with meaningful interdisciplinary experiences
- Provides students with resources in a variety of formats to compliment individual learning styles
- Provides students with materials that encourage intelligent judgments and critical thinking
- Expands students' horizons by spiriting them beyond the confines of their own neighborhood

Elementary students in grades K - 3 visit the media center each week (half day kindergarten students visit media center every other week).

All students will receive a First Book letter at the beginning of the year, which provides guidelines for borrowing books from our Media Centers. If your child chooses a book, which you feel, is not suitable for him/her, he/she may stop by the media center and exchange it at any time.

Acceptable Use Policy

The Shrewsbury School Committee encourages the use of information technology to assist in preparing students for success in life and work by providing access to a wide range of information and the ability to communicate with others. Information technology will be used to increase communication, enhance productivity, and assist staff in upgrading existing skills and acquiring new skills. The system/network will also be utilized to provide relevant school information to the community.

Information technology is defined as Internet access, email, published and non-published documents, and various forms of multimedia technology. The district employs the use of specialized filtering software that monitors Internet traffic and blocks inappropriate web sites.

Access to information technology through Shrewsbury Public Schools is a privilege, not a right. Students, parents, and staff shall be required to sign an Acceptable Use Agreement acknowledging understanding of the guidelines and agreement to comply with them in order to obtain access privileges. Violations of the agreement may result in disciplinary action.

Because information technology is constantly changing, not all situations can be anticipated or addressed in a policy. All users are expected to understand and comply with both the "letter" and the "spirit" of this policy and show good judgment in their use of these resources.

Elementary Grades K-2 Acceptable Use Agreement:

Using the computer correctly is a very important job. I promise to follow these rules.

- I promise to use the Internet and computers for my schoolwork only.
- I promise to stay on the web pages that my teacher shows me.
- I promise to ask for help if I don't know what to do.

- I promise to never give my picture, my name, address, home phone number or the name of my school on the Internet.
- I promise to tell my teacher if I read or see something on the Internet that makes me feel uncomfortable.
- I understand network files are not private. Teachers may view the contents at any time.
- I promise to respect all school computers and use them correctly.

Now that I have made these promises, I will sign my name to show that I will follow these rules. If I break my promise I will not be able to use the computers or other instructional technology equipment.

Student Name: _____ Date: _____

Parent / Guardian: _____ Date: _____
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Teacher: _____ Date: _____ Classroom: _____

Elementary Grades 3-4 Acceptable Use Agreement:

- I will promise to use the Internet and computers for educational purposes.
- I will only use the computers and Internet after obtaining my teacher's permission.
- I will only use bookmarked sites unless my teacher or another authorized adult supervises my use of a search engine for approved research.
- I will not use e-mail, enter any chat rooms or use instant messaging without permission from my teacher.
- I will always treat people online with respect and treat them as I would like to be treated.
- I will respect the rights of copyright owners and will not plagiarize work that I find on the Internet.
- I will respect all school hardware and never load software or do anything to damage any equipment.
- I will tell my teacher right away if I come across any information that makes me feel uncomfortable.
- I will not leave an account open or unattended or trespass into anyone else's files, folders, or work.
- I understand network files are not private. Network administrators may view the contents at any time in order to maintain system integrity.
- I will never send any personal information about me or anyone else without first checking with my teacher. Personal information includes pictures, names, addresses, e-mail addresses, home phone numbers or location of my school.

I understand that all school rules apply while I am using the Internet and computers. If I do not follow these rules, I may lose my Internet privileges, be subject to disciplinary action, and may need to attend a meeting with my parents, teacher, and principal.

I, _____, pledge to follow these rules while using all instructional technologies at school. I have read the above and understand the consequences.

Student's signature: _____ Date: _____

Parent/Guardian signature: _____ Date: _____

Teacher: _____ Date: _____

Standardized Testing Program

Standardized testing is an important tool designed to assist parents in understanding how their child performs on a set of broad based skills in comparison to other children across the state or country that also participate in these testing programs. Teachers and administrators also use testing results to identify individual strengths and weaknesses of each child. This allows for adjustments to the curriculum to address specific needs, as appropriate. In recent years the demands for accountability have focused more time and effort on testing programs. Shrewsbury participates in the state's mandated testing program (MCAS). This high-stakes testing program is required for all public schools and students. During the 2006-2007 the following MCAS tests are scheduled for administration. Additional testing will follow in subsequent years.

Grade	Test
3	Reading Mathematics
4	English Language Arts - Composition, Language & Literature Mathematics

School Food Service Department

The Shrewsbury Food Service Department offers students a nutritious Breakfast Program, Lunch Program, Preschool Snack Program and a Kindergarten Snack Program. We know that children need good nutrition to learn and to grow to their greatest capacity. As parents we know that getting children to make good food selections is not always easy. The Food Service Department is committed to offering children nutritious healthy selections that are popular choices.

The Food Service Programs offered include the following:

Breakfast Program

A Breakfast Program is offered daily at all schools (excluding Beal) before the school day begins. A variety of cereals, fruits, pastries, morning breads, yogurts, juice and milk are offered daily. All meals meet the USDA requirements for good nutrition. The cost of breakfast is \$1.25. Families with financial need may qualify for a reduced price breakfast at \$.30 or a free breakfast.

Lunch Program

A Lunch Program is offered daily at all schools. A minimum of four entrees is offered daily. In addition, a variety of sandwiches, milks, juices, fruits, vegetables and a salad bar are offered daily. All meals meet the USDA nutritional guidelines. The cost of lunch is \$2.50.

Free and Reduced Snack/Breakfast/Lunch Applications

Free and reduced price meals are available to students if there is financial need. Applications will be sent home to all families in the fall. Applications must be submitted yearly in the fall. If you need an application at any time during the year, call the Food Service Office at 508-841-8819 and one will be mailed to you. Eligibility is governed by guidelines set by the Department of Education. A written notification will be sent to all families stating what program they qualify for.

Menus

The monthly menu is printed in *The Chronicle*. The menu is also posted on the Shrewsbury Home Page website at www.ci.shrewsbury.ma.us. The Food Service is committed to serving what is on the printed menu.

Prepaid Meal Plan

The Prepaid Lunch Plan is available for the 2006-2007 school year. Meals at the Elementary Schools cost \$2.50. Books of 20 -\$2.50 lunch tickets can be purchased for \$50.00. Tickets for the Elementary Schools are blue. To purchase tickets send a self-addressed stamped envelope along with your check for the number of books requested to: Shrewsbury Food Service, 64 Holden Street, Shrewsbury, MA 01545. Tickets will be mailed back to you. Tickets are non-refundable.

Tickets may also be purchased at the School Department Office at the Town Hall. Tickets will be sold Monday-Friday from 8 a.m. to 4:30 p.m. Tickets must be purchased by the book. Checks will be the only type of payment accepted – no cash or credit cards.

Food Service Department

Please contact the Food Service Department with any questions, suggestions, or ideas. The Food Service Department is located at Shrewsbury High School, 64 Holden Street, Shrewsbury, MA 01545. The telephone number is 508-841-8819. Each school site has a manager also available to speak with you. The numbers are as follows:

Beal	841-8874	Coolidge	841-8889
Floral Street	841-8723	Paton	841-8635
Spring Street	841-8708		

Please visit our web page on the Shrewsbury Home Page website at www.ci.shrewsbury.ma.us.

Transportation and School Times

Students in grades K through 6 living two miles or more from school are eligible for free bus transportation. All other students in grades K-12 will have the option to purchase a bus pass. The non-refundable fee is \$210.00 per student (\$420 family maximum). Fees will not be pro-rated. All students must apply for a bus pass and carry it daily to ride the bus. Parents need to know that buses have pre-determined stops and cannot stop at every home. The school's responsibility is to transport students between assigned bus stops and school.

Many children walk to school. Parents should walk the route with the children before the first day of school. If possible, locate a friend from the neighborhood who can be a "walking partner" or a "bus buddy."

Bus schedules are not exact. On any given day, a child's bus can be five minutes early or late. All students should be at their bus stop five minutes early. If the child misses the bus, parents are responsible for bringing him/her to school.

Policy Highlights

1. Students may not ride a bus other than the one to which they are assigned.
2. Students may be transported to a daycare. Daycare must be for 5 days per week. Transportation will not be available to students who attend daycare on a part time basis (Less than 5 days per

week). The daycare facility/provider must be located in the same school district as the home residence.

3. Under **NO** circumstances should medicine ever be transported on the bus. Parents must bring any/all medication to the school nurse.

***Full text of the Transportation Policy is available at:
www.shrewsbury-ma.gov/schools/central/transportation**

Highlights of Significant Bus Rules For Students

- ❖ Students will remain seated when the vehicle is moving.
- ❖ Smoking is not permitted on a school vehicle.
- ❖ Littering from school vehicles will not be tolerated.
- ❖ There will be no profane language, quarreling, or improper conduct on a school vehicle or at a school bus stop.
- ❖ No food or drink can be consumed on the bus. This is to avoid possibility of adverse reaction from students with food allergies.
- ❖

***Full text of Transportation Regulations is available at:
www.shrewsbury-ma.gov/schools/central/transportation**

When a Parent Has a Concern

If a parent is concerned about any matter related to transportation - schedules, behavior on the bus, policies, complaints, please call the Transportation Coordinator at 841-8408. In the event of interpersonal student differences that erupt on a bus, parents should call the building principal.

Walkers

Students who walk to school or are driven to school by parents should not arrive more than 30 minutes before the start of school. The school will not be responsible for students who arrive earlier.

Bicycles

Only students in grade 4 are allowed to ride bicycles to school when weather permits. Students must secure bicycles with a chain and lock. The school will not be liable for any damage to, or loss of, a bicycle.

Accidents

All injured children shall be referred to the school nurse. Those who are seriously injured will be transported to the home, doctor, clinic, or hospital as required, using the parent's automobile, ambulance, or requested police assistance. An accident report will be completed by the nurse or principal and filed in the School Department Office.

School Schedules

Beal and Beal West Early Childhood Center

Full Day Kindergarten and Grade 1	9:15 a.m. - 3:30 p.m.
Morning Kindergarten	9:15 a.m. - 11:50 a.m.
Afternoon Kindergarten	12:55 p.m. - 3:30 p.m.

Parker Road Preschool

	8:30 a.m. - 11:00 a.m.
	12:00 p.m. - 2:30 p.m.
Full Day Multi-age SPED	8:30 a.m. - 2:30 p.m.

Coolidge School

Grade 1 through Grade 4	8:45 a.m. - 3:00 p.m.
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Floral Street School

Grade 1 through Grade 4	9:15 a.m. - 3:30 p.m.
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Paton School
Grade 1 through Grade 4

9:15 a.m. - 3:30 p.m.

Spring Street School
Grade 1 through Grade 4
Morning Kindergarten
Afternoon Kindergarten

9:15 a.m. - 3:30 p.m.
9:15 a.m. - 11:50 p.m.
12:55 p.m. - 3:30 p.m.

School Cancellations

When school is canceled because of weather conditions, notification will be given, usually no later than 6:00 a.m., to these **television channels - 4, 5, 7, and radio stations - WXLO FM 104.5, WTAG AM 580, WSRF FM 96, WBZ AM 1030**. School cancellation information will also be posted on the district website, which may be accessed at <http://www.ci.Shrewsbury.ma.us/sps/schools/Central/snow/delay.htm>.

The decision to cancel school will be based primarily on reports from the Highway Department and will reflect road conditions throughout Shrewsbury. Parents, however, are in the best position to judge conditions in their own neighborhood and may choose not to send their children to school if conditions so warrant.

ONE-HOUR DELAY

If there is an early morning safety factor, the School Department may announce a one-hour delay of the opening of school. Only under very special circumstances will a two-hour delay be called. The announcement will be made on the television and radio stations listed above, usually no later than 6:00 a.m. If this plan were in effect, starting times would be as follows:

<u>8:25 a.m.</u>	<u>8:45 a.m.</u>	<u>9:30 a.m.</u>	<u>9:45 a.m.</u>	<u>10:15 a.m.</u>
High School	Middle School	Parker Road	St. Mary's Montessori Coolidge	Beal / Beal West Paton Spring Street Floral Street

When there is a one-hour delay, buses for all schools and grades, including morning Kindergarten, will begin their routes one hour later than the regularly scheduled time. Parents who bring children to school must also wait one hour to do so. Teachers will also be arriving one hour late and there will be no supervision of children before that time. Special Education transportation will also be delayed one hour unless the student is individually notified of another adjustment. Afternoon Kindergarten classes will begin at the normal time. Dismissal times will remain the same as on a regular day. When a delay is called, there will be no morning Extended School Care Program.

CANCELLATION OF AFTERNOON SESSIONS FOR KINDERGARTEN OR PRESCHOOL

It may be necessary to cancel the afternoon sessions on days when bad weather conditions develop during the morning. Please listen to the radio stations listed above for notification of cancellation. The announcement will be made no later than 11:30 a.m.

EARLY DISMISSAL (This option will be exercised only under the most extreme circumstances)

Early dismissal requires the most cooperation between parents and school. If weather conditions and safety issues warrant early dismissal, notification will be made on the radio stations listed above. Parents should take the following precautions:

1. If parents work or are not at home, arrange for children to have a key to the house or to stay at a neighbor's home.

2. Listen to the above radio stations for notification of a cancellation.

Special Services

Special Education

Shrewsbury Public Schools provide special education services in accordance with IDEA and CMR 28.00. Students may be referred for a special education evaluation following modifications to the regular classroom program and a pre-referral meeting at the building level. If a special need is determined the educational team will write an Individualized Educational Program, which defines the type and frequency of services.

Shrewsbury provides special education services in the regular classroom whenever possible. Specialists work with children in their own classrooms to help them achieve success. Specific questions about the special needs program should be directed to the School Psychologist in each elementary school or to Ms. Ellen Meyers, Director of Special Education and Pupil Personnel Services. She can be reached by phone at 508-841-8660. The Special Education Office is located at 15 Parker Road.

Section 504 of the Rehabilitation Acts of 1973

Section 504 of the Rehabilitation Acts of 1973 prohibits discrimination against handicapped individuals. Each school has a Section 504 Coordinator who facilitates the Section 504 evaluation team. If you believe your child may be handicapped and needs accommodations to the regular education program, you should contact the building principal.

Title I

Support instruction in reading and mathematics is provided through the Title I Program. This is a federally funded program based on economic needs of the school community and the learning issues of the students. Elementary programs exist at the Coolidge School and Floral Street School. Specific questions about the Title I program should be directed to the building principal.

ELL (English Language Learners)

Shrewsbury Public Schools provides English language instruction and support for students whose native language is not English. Instruction is provided outside the regular classroom in a small group setting or on an individual basis. ELL students study language appropriate materials to increase their English language reading, writing, listening, and speaking skills. The ELL teacher collaborates with the classroom teacher and sends home quarterly reports. If your family speaks a language other than English and you believe your child needs English language support, please contact your child's classroom teacher or building principal. They will notify the ELL teacher so services can be scheduled.

Counseling Services

Each elementary school is staffed with a certified School Psychologist who provides counseling and support to students who are experiencing problems which affect their educational performance. Students may be referred for counseling by their teacher, the building principal, or the school nurse. Parents who believe their child should meet with a counselor should call the school psychologist and discuss their issues and concerns.

Medical and School Nursing Information

Each elementary school has a full time school nurse on staff. The nurse will provide support for children who become sick during the school day, who may be injured at the school or who need to have medications administered. The nurse will evaluate children who are ill and make a determination about their attendance.

Administration of Medication:

Prescription or nonprescription medications required by a student should be administered at home by a parent whenever possible. Parents should use every effort to have medication times set for time periods other than school hours. When this is not possible, a Shrewsbury Public School Nurse may assist in the administration of medication during school hours, subject to the following rules:

Medication Policy and Procedure

Students are not allowed to carry medication on their person or backpacks. A responsible adult must bring in medication to the School Nurse in the original pharmacy labeled bottle accompanied by parental permission and the licensed prescriber's order. The licensed provider's order shall be renewed as necessary, including the beginning of each academic year. Any verbal order must be followed by a written order within three days.

Special Medication Situations

- a. For short-term prescription medications, i.e., those requiring administration for ten school days or fewer, the pharmacy-labeled container may be used in lieu of a licensed prescriber's order. Parent permission is required.
- b. Narcotics will not be kept in school. Any student requiring narcotics should remain at home. **Narcotics alter consciousness and when they are necessary, a student should remain at home.**
- c. For investigational drugs, the pharmacy-labeled container, licensed prescriber's order and parent permission is required. **A copy of FDA approved investigator certificate is also requested.** If there is a question, the School Nurse may seek consultation and/or approval from the School Physician to administer the medication in a school setting.
- d. It is the parent's responsibility to notify the School Nurse of any changes to the student's medication. All changes must be accompanied by a physician's order as well as updated directions for administration. Parents must provide a revised pharmacy label and new container.

Documentation

Each school shall maintain a medication administration record of prescription medication administered during school hours. Medication records shall include:

- a. Medication Daily Log (includes full signature of Nurse, allergies, special instructions)
- b. Licensed prescriber's order
- c. Parent/Guardian permission

All documentation shall be recorded in ink and shall not be altered. The completed medication administration record shall be filed in the student's cumulative health record at the end of the school year.

Storage

All prescription medications to be administered by the School Nurse shall be kept in a securely locked cabinet used exclusively for medications. Only the Nurse will carry the keys to the medicine cabinet with a duplicate key given to the School Principal

Where possible, all unused, discontinued or outdated medications shall be returned to the parent or guardian and the return appropriately documented. Medications will be destroyed by the School Nurse at the end of the school year, if not retrieved by the parent.

Field Study

- a. School Nurse should be advised by teacher as soon as a field study is approved in order that the Nurse may make arrangements for proper dispensing of medication.

- b. The Department of Public Health grants registration (waiver) to the Shrewsbury Public Schools for delegation of prescription medication to the teacher/administrator on field study and short-term special school events, when a School Nurse (RN) is not available.
- c. When medical/medication needs render it appropriate, a registered nurse may accompany field study.
- d. It is recommended that all students, who require emergency medication by the School Nurse, ride on the same bus.

Student Accident Insurance

At the beginning of each school year, the School Department makes available to families the purchase of student accident insurance. Such insurance is typically purchased by those who do not have employer-sponsored health/dental plans available to them in the workplace. Premiums will vary depending upon the insurance coverage level selected. It is the responsibility of the parent/student to select the policy, pay the premium, and coordinate payment for health services received.

Extended Day Programs

Extended School Care is a non-profit organization that provides quality before and after school care for children in kindergarten through eighth grade. The program is designed to meet the needs of children in Shrewsbury for a safe, supervised environment in which appropriate and stimulating activities are implemented by quality staff. These activities strive to meet the children's social, emotional and physical needs and include arts and crafts, dramatics, music, sports, cooking, games and quiet activities. This, along with active parent involvement, will enrich the extended school hours for the children of Shrewsbury.

The program opens on the first day of school and is available for the school days. We do not provide care on snow days, professional days or during vacation weeks. However, care is available on release day afternoons.

Before School Care Information:

Before school care is offered at all five elementary schools. A child can be dropped off between 7:00 a.m. and 8:45 a.m.

After School Care Information:

After school care is provided at all five elementary schools and at the middle schools. Children are dismissed to the program from the schools at the close of the school day. Childcare is provided until 6:00 p.m.

Unfortunately, the program has enrollment limits. A waiting list has been established and slots are awarded on a first come first serve basis. If you wish to get more information or to place your child's name on the waiting list, please contact the program director.

For information regarding the Extended School Care Program, please contact Danielle Murray, Program Director, at 841-8727. She can also be reached by fax at 841-8721 or by email, dmurray@shrewsbury.k12.ma.us.